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ABSTRACT

Professors at Eastern Washington State College participated in a two-day conference on the Development of Strategies for Incorporating Career Education in Methods Classes. Speakers from the areas of economics, foreign languages, industrial education and technology, physical education, psychology, sociology, and anthropology briefly described their individual approaches to the problem. (EC)

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CAREER EDUCATION: STRATEGIES FOR METHODS TEACHERS

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CE 004 834

CONFERENCE ON THE
DEVELOPMENT OF STRATEGIES FOR INCORPORATING
CAREER EDUCATION
IN METHODS CLASSES

. . . . . Time Period - 1974-75 Academic year.

. . . . . Leader and Facilitator
Dr. James Dunn, Director, Developmental Systems Programs, American Institute for Research, Palo Alto, California 94302

. . . . . Participants
Professors at Eastern Washington State College who are involved in teaching the "methods of teaching classes".

. . . . . Sponsor - Research Coordinating Unit
Coordinating Council on Occupational Education
Gene Bigger, Director
Project No. 74-4520 (116) 08

. . . . . Consultants
Ron Berg, Director, Career Education and Vocational Guidance, Coordinating Council for Occupational Education, Olympia, Washington

Richard R. Lutz, Supervisor, Career Education, Office of State Superintendent of Public Instruction, Olympia, Washington

. . . . . Project Director
Glen O. Fuglsby, Eastern Washington State College, Cheney, Washington

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SUMMARY STATEMENT OF CONFERENCE

During the 1973-74 year, strategy teams from each of the five four-year public institutions in Washington developed institutional strategy plans for infusing career education concepts in their teacher preparation programs. These strategy plans for each institution were included in a report titled "Career Education - Strategies for Teacher Education".

One of the elements of the strategies for Eastern Washington State College was to infuse career education into the preservice teacher preparation program. Ideally, this would involve all classes that prospective teachers would take. This, of course, will take many years to achieve. It was felt, however, that there was an immediate need to begin the infusion process.

One possibility that could have an immediate effect was to encourage the professors involved in the "methods of teaching" classes to infuse the career education concepts into their classes. The hope is that these students, will, in turn, include these concepts in their classes when they become teachers.

A conference, "Career Education - Strategies for Methods Teachers" was conducted during the fall quarter of 1974. Each department was invited to participate under the leadership of Dr. James Dunn, Director, Development System Program, American Institution for Research. The representatives to this conference developed strategies for infusing career education concepts into their methods of teaching classes. These strategy plans are presented on the following pages.

Eastern Washington State College
Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
ECONOMICS
Thomas W. Bonsor, Author
Professor of Economics

As a consequence of changes in my teaching assignment for winter and spring quarters, it has been necessary to revise my strategy for infusing career education into teacher education.

I am now planning to begin the infusion process with a summer workshop, Economics 497, World of Work Economic Education/Career Education, which I will be team teaching with Jerry Johnson, director of Bremerton's Project Future. This workshop will stress four strands from the national standard career education model: self-awareness, decision making, career awareness, and economic awareness. The workshop is being designed primarily for secondary social studies, business education, and home economics teachers. The first week of the workshop will stress basic economics, the second week will stress career awareness, and the third week will stress the writing of lesson plans which integrate concepts from economics and career education. Among the materials to be used in the workshop are Robert Darcy and Phillip Powell, MANPOWER AND ECONOMIC EDUCATION (Denver: Love Publishing Company, 1973, 2nd edition), and National World of Work Economic Education Center, IT WORKS, (Denton, Texas: North Texas State University, 1975).

It is possible that the summer workshop will lead to the development of an inservice course in world of work economic education or an interdisciplinary course which can be offered at various locations in the state during the academic year.

One or two units on career education will be developed for the secondary methods course in economic education, which tentatively has been scheduled for winter quarter 1976. The 1975 offering of the course was cancelled altogether.

If time permits one or two units on the world of work will be developed for use in high school senior and introductory college courses.

Since November I have been adding career education material to both the Center for Economic Education Library and my own personal library. A major effort to expand both holdings will be made in preparation for the summer workshop.

Eastern Washington State College
Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
FOREIGN LANGUAGES
Neal Groenen, Author
Professor of Foreign Languages

I. Statement of Purpose and Justification

The first institutions of higher learning in the western world were colleges for the languages and mathematics. These two subjects were considered then and have proven to be the cornerstone for the development of letters and sciences. The study of a foreign language has the same function for the development of the native language, culture and social sciences as mathematics has for the sciences. To understand and master a native language and culture, the student needs the basic means of analogy and comparison given to him through the study of a foreign language and culture. The recommendations of the Conant Report on the American high schools are even more compelling today than they were twenty years ago. There is hardly a major American company left unaffected by worldwide contact and economic fluctuations. The same applies to the major professions increasingly dependent on international sources of information. Foreign language study, therefore, is not the privilege of the few engaged in teaching, but must be considered in terms of function and survival of the American heritage and its relative position in the world community. As Robert A. Goldwin, special consultant to President Ford, has said, "Skills that are always in demand are those of a mind trained to think, imagine and express itself".

II. For the future teachers of foreign languages, the department has created in 1975 a Foreign Language Education Resource Center, which will hold reference works and publications related to:

(a) Methods of Foreign Language Teaching
(b) Bilingual Education in the U.S. and the world
(c) Careers in Foreign Languages
(d) Language as auxiliary skill for other careers:

Business, Industry and Commerce - Managerial and Executive - Technical and Engineering - Banking and Finance - Secretarial

Civil Service - Local Government - Federal Government - Foreign Service - U.S. Information Agency - Other Agencies - Peace Corps, Vista, Office of Economic Opportunity

Education - Research - Teaching - Administration - Schools Abroad - Teacher Exchanges - Federal Government - Company Schools Abroad

Law - Legal Aid - International Law - International Business

Library Science - Cataloging - Reference Libraries - Archives - Academic Libraries - Urban Libraries - Area Studies Specialists

Media - Journalism - Radio and Television - Film Industry - publishing

Science - Scientific Research - International Cooperation - Science and Industry

Service - Health Services - Social Work - Religious and Missionary - Other

Social Sciences - Anthropology - Political Science - Sociology

Travel and Tourism - Hotels and Motels - Transportation

III. Course Content in Regard to Career Education

1. Inform the student about the exact nature, purpose, and justification of a foreign language as a career.

2. Inform the student, who considers a major in foreign languages, what the career opportunities are in the area, the state, the nation.

3. Inform the student, who selected a foreign language as a major, what supportive courses are offered in the school and how they relate to the major selected.

4. Inform the student why and how this particular discipline supports another major and what other disciplines should be considered.

5. Broaden the scope of the student's thinking in terms of career selection.

6. Refer the student for advising in an area where a colleague is more competent.

7. Ask the student to prepare a comprehensive statement on the justification of a foreign language in the high school curriculum.

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Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
GEOGRAPHY
Dale Stradling, Author
M.Ed., Professor of Geography

General Goal:

1. To develop an awareness and need among the methods students for the necessity of providing educational experiences for public school students which encompass the exploration of the various earth science vocations. (This would include potential vocations at both the technician and professional level).

2. To show the necessity for assuming the responsibility of the classroom teacher to "keep track of and to participate in" applied earth science vocations -- that is, to maintain contacts with profession agencies and private companies, which offer employment in the earth sciences (obviously this is more difficult in Ritzville than Spokane!).

3. To instill the idea that visits to laboratories, weather stations, as well as field trips are worthwhile activities.

Significance of the Earth Sciences in the Public School Curriculum:

Personal Needs:

Enrichment: To become a more "sophisticated" tourist, to appreciate the physical environment (aesthetically and intellectually), to survive in and to cope with potential environmental hazards.

Vocational: To explore potential vocations at the technician and professional levels relative to the atmosphere (meteorology, climatology, etc.), lithosphere (pedology, econ., geol., etc), and the hydrosphere (hydrology, oceanography).

Skills: To develop congnative and laboratory and cartographic skills.

Societal Needs:

Citizenship: To be able to make responsible environmental decisions consistent with objective scientific thinking in the earth sciences.

Vocational: To meet the needs of a complex society (and economy) to insure its efficiency and its continued functioning.

Eastern Washington State College
Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
INDUSTRIAL EDUCATION & TECHNOLOGY
Loyd W. VandeBerg, Author
Ed.D., Professor of Industrial Education & Technology

Career education is the current terminology for occupational education which has existed from the beginning of mans' time. This education for careers or work has always been the central purpose for educating the young. A child without language or skill is forever doomed to remain on the surface of any discipline; thus he will always be dependent on others for direction and substance.

In order to help people to think, plan for, and develop their own capacities, I require each student to experience the process of assembling and analyzing the essentials of at least one vocation or career. Attached is a format which I provide. It is well researched and the source is cited at its close.

Essential Facts In Analyzing a Vocation:

Getting facts, evaluation of them, and weaving them into a meaningful pattern are skills which you can acquire. The following basic outline will suggest six essential classifications of facts you need, and provide a plan for organizing them. It factors out into a number of questions. The correct answer to any of them can make the difference between finding an appropriate vocation or quite the reverse.

1. Numbers How big is the vocation? How many are engaged in it? Is it growing or decreasing, rapidly or slowly? What are the reasons for these trends? How many people are preparing to go into it as related to the number it can absorb?

2. Duties What does one actually do on the job - specifically? (This one is a big question, for almost any job is more involved than you think at first) And this question: What proportion of time is spent at each duty? (Failure to ponder this one has led many astray).

3. Working Conditions
   a. Physical. Where does one work - indoors or outdoors? Under pleasant comfortable conditions, or otherwise? In what part of the country? How much choice does one have as to where he does work? What physical dangers are there? Risk of accident or disease?
   b. Social. In what degree does the job involve working with people - little or much? Crowds or individuals? In what way does it involve directing people, persuading them, studying them, or what? What kinds of people make up one's associates? In what measure is one his own boss?
   c. Time. What hours does one work? Are they fixed, regular, or irregular? Is employment steady or seasonal? What about vacations?

4. Requirements

(a.) Physical. Does the job require any special physical qualifications in terms of strength, stamina, size, keeness of vision, personal appearance? Are certain physical qualities distinctly advantageous or disadvantageous? Are there physical handicaps which are disqualifying?

(b.) What about age? Is there a minimum for entering? Over how long a span can one expect to be effective? Is it only a young person's field? Will one's chances of success start terminating at thirty? At forty? At fifty? Or continue to late in life? In other words, is it a short-span or long-span occupation?

(c.) What about degree of "openess" to both sexes? Is it essentially a man's occupation, or a woman's? Is a woman liable to encounter discrimmination, even though she is well qualified?

(d.) Economic. How much does the training cost? Does entrance require capital outlay, such as stock for a business, a library for a lawyer, instruments and equipment for a dentist? How much?

(e.) Social. Does the vocation require special ability to deal with people as in saleswork or teaching? If so, what kind? To what extent is social and family background a factor in success? Is one likely to encounter national, racial, or religious prejudice?

(f.) Intellectual. What kind of native intelligence is required? (A clear definition of this quality is hard to get. It can be defined as good judgement, adaptiveness, alertness, reasoning power, ability to retain ideas, and so on. Sometimes an effort is made to measure this quality in a rough way by psychological tests. But different vocations do require different degrees of intelligence. People fail because they do not have enough; and sometimes because they have too much. When their powers are not challenged they become dissatisfied, careless and ineffective. Finding the best possible answer to this question is so important.)

(g.) Educational. How much general education by way of schooling is required for entrance? How much subsequent special training is required? Is continuing study advisable after one has entered the vocation; is it necessary?

(h.) Personality. What personality qualities are desirable and essential for success in the vocation? What traits are undesirable? (Not in the superficial sense of having a general attractiveness or sparkle should you think of personality, but rather in terms of character traits, such as honesty and dependability. Actually traits are definable only in terms of what one does in given circumstances. This area in your analysis deserves detailed consideration rather than vague and loose thinking.)

Many vocations put a high premium upon well defined personality traits. For example, patience is a quality important to nursing; a good accountant must have a capacity for detail. These patterns in personality differ greatly from one vocation to another.

5. Rewards

(a.) Financial. On what basis is one paid - piecework, crops, commission, or salary? Is one's income regular or irregular? What are the lifetime earnings as compared to those of other fields? (People are often attracted by what appear to be high wages or salary only to find that the earning span is very short.) To what external influences is the income

subject, such as weather, fluctuating markets, economic depression, the public fancy? At what point is one's income likely to begin, in terms of dollars and cents? If one is reasonably successful, how fast will it increase? What is the probable ceiling or upper limit?

Are there any direct or indirect financial rewards in addition to money received, such as living quarters and food, bonuses, discounts, free services, time for other remunerative work? What kind of financial security can one expect in the form of pension, retirement, unemployment insurance and the like?

(b.) Other than financial. To what extent does the job offer direct opportunity for self-expression? (Consider the satisfactions that come to the writer, the teacher, the musician, the artist, as well as to the master mechanic, the watchmaker, the salesman).

Does the vocation offer opportunity to become well known? Well liked and admired? Respected? Famous?

In what measure does the vocation present an opportunity for service? (Remember "usefulness", a very important consideration to most people.)

What opportunities for self-development does it offer? Or in other words, is the job and all it involves conducive to your being more like the person you want to be?

Does it give you an opportunity to grow, learn new skills, develop new interests, see new places?

Does the vocation offer the rewards of social position or especially satisfying associates?

6. Avenues of Advancement At what place or places can you expect to begin your job? Where do you go from there? How do you get from the bottom to the top? Is there more than one route? Which is the best? The quickest? The surest?

Source: Mapping Your Education, Douglas V. McClane, editor. A cooperative project of high school and collegiate institutions of Oregon and Washington. Abbott, Kerns & Bell Company, Portland, Oregon, 1963.

Eastern Washington State College
Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
PHYSICAL EDUCATION
Maxine M. Davis, Author
Assistant Professor of Physical Education

A. First Aid Health & Safety Area Strategy

1. Helpful to save or improve ones own personal health and life
2. Helpful to immediate family as well as others (social aspect)
3. Helpful in times of emotional disaster, either man made (riots, etc.) or natural (hurricanes, floods, etc.)
4. Helpful in any occupation or area in terms of providing and preventing any foreseeable unsafe situation. In other words, prevention of accidents or illnesses.
5. Provides certification for jobs related specifically to the use of safety and first aid health knowledge. Example: ski-patrol, water safety instructors, nursing home personnel, teachers where by state or federal law certification in a first aid and safety program is mandatory.
6. Provides necessary information on how ones body functions in order to keep and maintain a healthy body.

B. Physical Education Area Strategy

1. Providing physcial activity for a healthier body which will contribute to a more efficient and happy functioning human being. Example: less time from work.
2. Contributes to the mental well being of an individual by providing a means of release of frustrations, anxiety, and pressure build up through our daily activity. Prevents nervous breakdowns, heart attacks and high blood pressure.
3. Provides a social atmosphere where individuals learn sharing, self-control, cooperation, leadership, as well as, being a good follower, self-sacrifice, discipline and companionship.
4. Provides an emotional secure individual who can handle his own frustrations and channel them properly and be able to understand the emotions and feelings of others.
5. Learning to use these skills in a job situation where you are in control of employee moral efficiency of programs.
6. Carry over for leisure time use.

C. Athletic Strategy

1. Provides the opportunity to excel in any given area of interest and acquire proficiency.
2. Provides for the successful management of time and energy
3. Provides the individual with direction of goals and values
4. Provides for the ability to practice leadership and citizenship

METHODS FOR IMPLEMENTATION

A. First Aid and Health Area Implementations

1. Bring in outside resource people
2. Use simulated accident or health problems in group solving situations
3. Visit to Spokane Ambulance Service, Sacred Heart Hospital, etc.
4. Teaching of specific skills of wrapping, splinting, carries, etc.
5. Use of films, overhead projectors, slides, etc.
6. Role playing
7. Working in corrective labs in rehabilitation activities
8. Volunteer time to a nursing home or agency where you could actually practice skills
9. Observe an emergency medical technicians session
10. Use the buzz session method of discussion
11. Spend a day on the ski-patrol, donate time at a first aid station, like those set up for Expo.
12. Working at the campus school with the mini-course first aid classes under the nurses supervision.

B. Physical Education Implementations

1. Provide opportunities to teach peer groups, as well as, outside groups
2. Use videotapes to show their teaching skills, strengths, and weaknesses.
3. Learn by participation in a varsity sports, either as a player, helper or other
4. Learn by participation on an intramural team

C. Athletic Implementations

1. Coaching on a volunteer basis for youth groups, YMCA, etc.
2. Council at summer camps
3. Run recreation programs
4. Teach at in-service workshops

Eastern Washington State College
Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
PSYCHOLOGY
Loretta Fretwell, Author
Ed.D., Professor of Psychology

Career education concepts will be infused in my Psychology 390 course during Spring quarter, 1975, in the following ways:

My major objective in this methods of teaching course is to provide a learning experience whereby students may acquire skills, techniques, and basic principles that will be at their command when they become teachers of high school psychology. To this end, emphasis will be placed upon the leadership role in the classroom setting as it relates to the total school program. Particular emphasis will be given to principles of classroom organization, unit and lesson planning, methods of instruction most productive for specific types of achievement, evaluation, and student-teacher relationships. It appears to me that such course content answers the questions of career education for the college student in that it deals directly with the world of work and the future life for which he is preparing.

However, there seems to be an even more important consideration to be given in the Psychology 390 course. How will the college students in my course infuse career education concepts in the high school classroom? This question can and will be dealt with directly by both lecture and discussion methods. To be really effective though, in infusing career education concepts in the high school psychology course, one must be most concerned with the course content. Traditionally, high school psychology has vascilated from one extreme to another: that of some watered down mental health course to that of a rigid propogation of the discipline. I will propose to my class that the content of the high school psychology that they teach will take from psychology concepts that are relevant to the life and avocations of the high school student.

My course requires a high school psychology text. The table of contents reflects the emphasis that I wish to give in career education.

Psychology is based on Controlled Observation and Experiment
How We Get Information About our Environment
Behavior is Directed Toward Specific Goals
Adapting to the Environment
Human Interaction
Individual Differences
Applying Psychology to Improve the Man-Environment Interaction

Eastern Washington State College
Cheney, Washington 99004
Career Education - Strategies for Methods Teachers
SOCIOLOGY and ANTHROPOLOGY
Jeffers W. Chertok
Author
Ph.D., Professor, Sociology

Taken in its larger context, the Department of Sociology, Anthropology and Social Work has been, and continues to be, involved in a series of career-educative activities. Departmentally, Sociology and Anthropology have a long-standing commitment to the institutional goal of liberal arts education (especially at the level of lower-division coursework). At the same time, the Department has sought to maintain and pursue the professional identity and integrity of the several disciplines.

SOCIOLOGY

Sociology demonstrates ongoing concern for the career educational facets of its program in the following ways. A major portion of our manpower is given over to a series of lower-division service courses, which we view as consistent with, and supportive of, the recent college goals statement. In addition, we will continue to offer a number of upper-division courses which support other programs on the Eastern campus (Social Problems, Community Organization, Marriage and Family, Occupations and Professions, and Social Psychology).

Again, departmentally, we continue to offer degree programs in our three disciplinary areas. Sociology, however, has recently begun to develop specific pre-professional programatic "tracks" for our majors (one having to do with the criminal justice system -- both at the community and institutional level, and the other in response to legal changes in the status and treatment needs of "alcohol offenders"). We have also instituted a "Methods Workshop" titled "Teaching Sociology at the Secondary Level".

Sociology is firmly convinced of the necessity of on-going critical self-clarification of its program, particularly as regards prospective occupational opportunities for our majors. We continually generate and publicize career demand analyses for sociology students, and make it a practice to conduct periodic and "exit" interviews, and systematic counseling. Another very popular feature of the Sociology Program is the opportunity for in-service training and practicum experience, which very often leads to job opportunities, if not a sophistication in the process of securing employment in a specific chosen field.

ANTHROPOLOGY

The anthropology program, in aiming at an appreciation of cultural diversity and its foundation in techno-economic, ecological and cognitive commitments, offers students anticipating or already occupying diverse careers a basis for extending the application of their specialties past the subcultural, ethnic and class boundaries they invariably confront.

Cultural anthro, an established major for pre-law students, offers them a comparative perspective on customary law and conflict mediation.

Topical and (geographical) area courses in anthropology offer social service occupations, the concepts necessary to deal with cultural boundaries and the processes that generate them.

Strategies for environmental adaptation are stressed in courses on cultural ecology, physical anthropology, and several workshops on arctic and desert survival, and primitive technology. These suggest the alternatives from non-Western cultures for coping with ecological adaptive problems, and more especially provide many recreational and planning professions with the fundamentals of human adaptation.

Our course in Primitive and Folk Medicine is an example of the sort of course which will permit members of occupational specialities (in this case, doctors, nurses, and para-medical workers) to broaden and deepen their competence (in this instance, by anticipating and appreciating the culturally-based expectations of their patients).

The anthropology museum, now housed and under preparation, besides yielding an artifactual display of local, native American and worldwide life styles, is planned to provide those interested in historical, archaeological and ethnological museum presentations with the knowledge necessary for their preparation and effective demonstration.

CONFERENCE SUMMARY

Objectives

1. To identify how a given discipline contributes to career education.

2. To develop strategies for infusing career education concepts into "methods of teaching" courses at Eastern Washington State College.

3. To disseminate these strategies.

Personnel

1. Dr. James A. Dunn, Executive Research Scientist and Director for the Developmental Systems Division of American Institutes for Research Palo Alto, California, served as the conference leader and facilitator.

2. Participants - Every department on the Eastern Washington State College campus was invited to participate in this workshop. By design this workshop was planned primarily for college professors who were involved in the teaching of "methods of teaching" courses in each discipline. Other participation was also encouraged. The participants who completed the conference plans are identified at the beginning of their strategy statement.

Reference Materials

In consultation with Dr. Dunn a variety of reading materials was selected, purchased, and given to each participant. See appendix.

Strategy Development

1. This project consisted of a two-day conference, designed primarily for college professors who were involved in the teaching of "methods of teaching" courses in the various disciplines at Eastern Washington State College.

   Under the leadership of Dr. James A. Dunn, each professor developed a written strategy plan for the infusion of career education concepts into their "methods of teaching" classes. During the year, each professor refined the strategy plan and implemented that plan in their "methods of teaching" class.

2. The strategy plans for each discipline are presented on the preceding pages of this report. (Several participants did not complete their plans in time to be a part of this report)

Dissemination

1. The participants involved in the conference.

2. The Research Coordinating Unit, Coordinating Council on Occupational Education, Gene Bigger, Director, and Ron Berg, Director, Career Education and Vocational Guidance. Extra copies for their distribution will be included.

3. State Superintendent of Public Instruction, Richard Lutz, supervisor, Career Education, for further distribution.

4. Team Chairmen of the "Career Education - Strategies for Teacher Education" conference.

5. Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education,United States Office of Education, Washington, D.C.

REFERENCE MATERIAL

Illich, Ivan, "De-Schooling Society", Harper and Row Publishing Company, New York, New York, 1970.

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CAREER EDUCATION - STRATEGIES FOR TEACHER EDUCATION

November 14, 15, 1975

Eastern Washington State College
Pence Union Building
Council Chambers

PROGRAM SCHEDULE

November 14

8:45 -- 9:00	Registration
9:00 -- 9:20	Opening Activity
9:20 -- 9:30	Discussion
9:30 -- 9:50	Group Problem Solving
9:50 -- 10:00	Group Report
10:00 -- 11:00	Dr. James Dunn: Overview of Career Education
11:00 -- 11:45	Interaction Groups
11:45 -- 12:00	Reports from Groups
12:00 -- 1:30	Lunch
1:30 -- 2:15	Values Clarification
2:15 -- 3:15	Group Discussion - Purpose of Higher Education
3:15 -- 3:45	Summarize

November 15

9:00 -- 10:00	Dr. James Dunn: Infusion of Career Education
10:00 -- 10:30	Inspection of Career Education Materials
10:30 -- 11:30	Group Discussions - Infusion of Career Education into Classroom Teaching
11:30 -- 12:00	Summary of Groups
12:00 -- 1:30	Lunch
1:30 -- 2:30	Infusion of Career Education into College Education
2:30 -- 4:00	Drafting Initial Strategies